Formative Assessment Task

2nd Grade: Measurement and Data

## 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

**Materials:** rulers, classroom objects of various lengths, task card (attached)

**Directions:**

1. Estimate the length of five different classroom objects to the nearest centimeter. Record your estimates.

2. Use a ruler to measure the length of each object to the nearest centimeter.

Option: Complete using inches, students can work in partners as well.

**Considerations:**

Does the student use the ruler correctly?

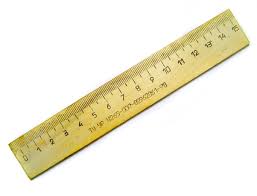
Is the student able to line up the ruler?

Does the student understand how to find the difference between the shortest and largest item?

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**Materials:** rulers, classroom objects of various lengths

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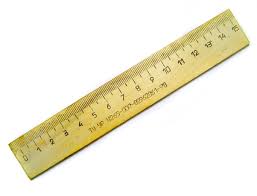
2. Use a ruler to measure the length of each object to the nearest centimeter.

3. Record your findings using pictures, numbers, and words.

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**Materials:** rulers, classroom objects of various lengths

1. Work with a partner. Estimate the length of five different classroom objects to the nearest centimeter. Record your estimates.

2. Use a ruler to measure the length of each object to the nearest centimeter.

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| Teacher notes:  Estimate lengths using units of inches, feet, centimeters, and meters.  Students who demonstrate mastery write a reasonable estimate and accurately measure their items.  Students who demonstrate marginal partial accomplishment might measure in inches but record it as centimeters or vice versa. Or students who need improvement may not begin a 0 on their ruler and obtain an incorrect answer because they do not find the difference between the beginning and ending points  Estimation helps students focus on the attribute being measured. When students estimate, they are curious to see how close their estimate is to the actual measurement. Use language that describes the estimate such as about, a little less than, a little more than. Estimating length helps students develop benchmarks for how long something is. They can get a mental picture of how long a foot is. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |